

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

NATIONAL TECHNICAL UNIVERSITY

«KHARKIV POLYTECHNIC INSTITUTE»

Department of Department of Pedagogy and Psychology of Social System
Management named after I. A. Ziaziun

SELF-STUDY GUIDELINES

for the «Leadership in teaching activities» course

for full-time students of the second (Master's) level of
higher education,

specialty 011 «Educational, pedagogical sciences»,
educational program «Pedagogy of High School»

Author: Olena Lapuzina

Kharkiv
NTU «KhPI»
2025

Teaching materials for lectures

Plan of lecture classes

Topic	Number of hours
Introduction to the discipline. Leadership in Higher Education	4
Self-management in the scientific and professional activity of a professional leader	4
Models of effective leaderships. Effective leadership skills	4
The role of a teacher-leader in successful learning and active dissemination of one's own scientific and pedagogical experience	4
Leadership potential of students and its activation in the process of studying at higher education institutions	4
Leadership potential of students and its activation in the process of studying at higher education institutions	4
Formation of the organizational activity of education-seeking leaders	4
Formation of the communicative component of the leadership potential of future professional leaders	4

Topic 1. Introduction to the discipline. Leadership in Higher Education

The essence of leadership in education. The main areas of leadership study

Recommended reading:

1. Coker, D. C., & Liou, Y.-H. (2024). Leadership research reframed: Effectiveness, cross-cultural connections, and social networking. In A. Akande (Ed.), *Policy, politics and influence: Exercising followership, leadership, and practicing politics* (pp, 103–131). Springer Studies on Populism, Identity Politics and Social Justice. Springer Cham. Both authors contributed equally to the development of the chapter.
https://www.academia.edu/126734589/Leadership_research_reframed_Effectiveness_cross_cultural_connections_and_social_networking
2. Liou, Y.-H., Brouwer, J., Daly, A. J., & Lee, Y.-S. (2024). Relational rhythms: Investigating longitudinal advice network of a leadership team undergoing change. *AERA Open*. <https://doi.org/10.1177/23328584251316469>

3. Liou, Y.-H., Sinnema, C., Rodway, J., Su, L.-H., Daly, A. J., & Cann, R. (2024). Collaborative conditions for teacher professional growth: The role of network intentionality and leading curriculum learning efficacy. *Journal of Professional Capital and Community*. DOI: 10.1108/JPC-05-2024-0072
4. Liou, Y.-H., Brouwer, J., Daly, A. J., & Lee, Y.-S. (2024). Relational rhythms: Investigating longitudinal advice network of a leadership team undergoing change. *AERA Open*. <https://doi.org/10.1177/23328584251316469>

Topic 2. Self-management in the scientific and professional activity of a professional leader

Components of the leadership potential of a future professional leader.

Recommended reading:

1. Awe, O.A. And Church, E.M. (2020), "Project flexibility and creativity: the moderating role of training utility", *Management Decision*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/MD-02-2020-0226>
2. González-Zamar, Mariana-Daniela & Abad-Segura, E. & Meneses, E. & Gómez G. (2020) *Managing ICT for Sustainable Education: Research Analysis in the Context of Higher Education*. *Sustainability*. 12. 8254. <http://doi.org/10.3390/su12198254>
3. Zhao, Conghuan, and Yuan Wang. 2024. A comprehensive assessment of self-leadership among students in China's ethnic regions: Insights and implications for higher education. *Studies in Higher Education*, 1–23. DOI:10.1080/03075079.2024.2349662 https://www.researchgate.net/publication/380341207_A_comprehensive_assessment_of_self-leadership_among_students_in_China's_ethnic_regions_insights_and_implications_for_higher_education

Topic 3. Models of effective leaderships. Effective leadership skills

Structural and dynamic characteristics of the leader's potential.

Recommended reading:

1. Leadership and Group Dynamics
<https://egyankosh.ac.in/bitstream/123456789/88404/1/Unit-8.pdf>
2. Ansari, J. A. N., & Khan, N. A. (2020). Exploring the role of social media in collaborative learning the domain of learning. *Smart Learning Environments*, 7(1), 1-16. *Journal for Educators, Teachers and Trainers JETT*, Vol. 13 (3); ISSN: 1989-9572 <https://doi.org/10.1186/s40561-020-00118-7>
3. Liou, Y.-H., Sinnema, C., Rodway, J., Su, L.-H., Daly, A.J. and Cann, R. (2024), "Collaborative conditions for teacher professional growth: the role of network intentionality and leading curriculum learning efficacy", *Journal of Professional Capital and Community*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/JPC-05-2024-0072>

Topic 4. The role of a teacher-leader in successful learning and active dissemination of one's own scientific and pedagogical experience

Work experience of higher institutions for activating the leadership potential.

Recommended reading:

1. Abbasi, M.A. & David, S.A. (2021). The impact of continuous professional development on teacher's performance: A case study among teachers in a private school in Dubai. *Globus Journal of Progressive Education*, 11(2), 106-117.
2. Alzarouni, H. & David, S.A. (2023). The Impact of Citizenship Education in Nurturing Students' Positive Behaviours: Exploring the Perceptions of Students in a Private School in Dubai. *Journal of Studies in Social Science*, 22(12), 1-32
3. AlShizawi, F. (2023). The Impact of Teacher Leadership on Teacher's Performance and Students' Development for School Improvement: A Case Study of Dubai Private Kindergarten. MEd Thesis. The British University in Dubai. [Accessed 10 October 2023]. Available at: <https://bpace.buid.ac.ae/items/1e9ff983-0327-4e35-b1bf-836a86ed094b>

Topic 5. Leadership potential of students and its activation in the process of studying at higher education institutions

Innovative processes in the modern educational system.

Recommended reading:

1. Grigoropoulos, J. E., & Grigoropoulos, J. E. (2020). How can manifesting leadership skills infused with ethos, empathy, and compassion better prepare students to assume leadership roles? *International Journal of Progressive Education*, 16(1), 54–66. <https://doi.org/10.29329/ijpe.2020.228.5>
2. Hishamuddin, F., & Shukor, N. A. (2021). A review on the role of leadership in online learning environment among students. In *Proceedings of the 13th international conference on computer supported education* (pp. 511–516). CSEDU. <https://doi.org/10.5220/0010485505110516>
3. Klus, M., & Müller, J. (2020). Identifying leadership skills required in the digital age. *CESifo Working Paper No. 8180*.
4. Rocha, Á., Gonçalves, M. J. A., da Silva, A. F., Teixeira, S., & Silva, R. (2022). Leadership challenges in the context of university 4.0. A thematic synthesis literature review. *Computational and Mathematical Organization Theory*, 28(3), 214–246. <https://doi.org/10.1007/s10588-021-09325-0>
5. Y., Fang, Y., Wang, M., & Shi, J. (2020). A multiplex view of leadership structure in management teams. *Personnel Psychology*, 73(4), 615–640. <https://doi.org/10.1111/peps.12388>

- Stephenson, L. (2020). Developing leadership capacity in English language teaching. In *Professionalizing your English language teaching* (pp. 197–206). Springer. https://doi.org/10.1007/978-3-030-34762-8_16

Topic 6. Leadership potential of students and its activation in the process of studying at higher education institutions

Technologies for the formation of a focus on successful professional activity

Recommended reading:

- Leadership potential of students and its activation in the process of studying at higher education institutions Huisman, J. (2024). The use of methods: are higher education scholars lazy or insufficiently skilled?*. *Higher Education Research & Development*, 43(1), 260–266. <https://doi.org/10.1080/07294360.2024.2305961>
- Adams, Anne-Marie, Hannah Wilson, Julie Money, Susan Palmer-Conn, and Jamie Fearn. 2020. “Student Engagement with Feedback and Attainment: The Role of Academic Self-Efficacy. Assessment and Evaluation in Higher Education. *Student Engagement with Feedback and Attainment: The Role of Academic Self-Efficacy.*” *Assessment & Evaluation in Higher Education* 45 (2), <http://researchonline.ljmu.ac.uk/>
- Alhamad, B. 2021. “Enhancing Employability through Student Empowerment in the Light of Economical Challenges.” *Asian ESP Journal* 17 (4): 33–45.

Topic 7. Formation of the organizational activity of education-seeking leaders

Achieving scientific and professional goals of a professional leader through self-improvement.

Recommended reading:

- Zhang N, Du G and Tao T (2025) Empowering young athletes: the influence of autonomy-supportive coaching on resilience, optimism, and development. *Front. Psychol.* 15:1433171. doi: 10.3389/fpsyg.2024.1433171
- González-Zamar, Mariana-Daniela & Abad-Segura, E. & Meneses, E. & Gómez G. (2020) Managing ICT for Sustainable Education: Research Analysis in the Context of Higher Education. *Sustainability.* 12. 8254. DOI: <http://doi.org/10.3390/su12198254>
- Alharbi, I. B. A. (2021). Innovative leadership: a literature review paper. *Open Journal of Leadership*, 10(03), 214–229. <https://doi.org/10.4236/ojl.2021.103014>.
- Arham, A. F., Norizan, N. S., Arham, A. F., Hasbullah, N. N., Malan, I. N. B., & Alwi, S. (2022). Initializing the need for digital leadership: A meta-analysis review on leadership styles in educational sector. *Journal of Positive School Psychology*, 6(8), 2755–2773. <https://journalppw.com/index.php/jpsp/article/view/10280>.
- Amegayibor, G. K. (2021). Leadership styles and employees’ performance: a case of family-owned manufacturing company, Cape Coast. *International Journal of Financial, Accounting, and Management*, 3(2), 149–164. <https://doi.org/10.35912/ijfam.v3i2.62>

Topic 8. Formation of the communicative component of the leadership potential of future professional leaders

Strategy and tactics of personal influence.

Recommended reading:

1. Abubakari, A. R., Inusah, M., & Abdulai, A. A. (2023). The effects of information communication technology on administrative efficiency of Tamale technical university. *American Journal of Industrial and Business Management*, 13(5), 394-417. <https://doi.org/10.4236/ajibm.2023.135025>
2. Adriansah, A., Ramli, R., & Ferils, M. (2023). Examining the Impact of Work Stress, Work Motivation, and Work Discipline on Employee Performance at PT. Manakarra Unggul Lestari in Leling Village, Tommo District, Mamuju Regency. *Management Studies and Entrepreneurship Journal (MSEJ)*, 4(5), 6776-6785. <https://doi.org/10.37385/msej.v4i6.3317>
3. Aguilera, R. V., De Massis, A., Fini, R., & Vismara, S. (2024). Organizational goals, outcomes, and assessment of performance: reconceptualizing success in management studies. *Journal of Management Studies*, 61(1), 1-36. <https://doi.org/10.1111/joms.12994>
4. Akagha, O. V., Coker, J. O., Uzougbo, N. S., & Bakare, S. S. (2023). Company secretarial and administrative services in modern irish corporations: a review of the strategies and best practices adopted in company secretarial and administrative services. *International Journal of Management & Entrepreneurship Research*, 5(10), 793-813. <https://doi.org/10.51594/ijmer.v5i10.595>
5. Al Naggar, S. A. (2022). The impact of administrative empowerment on the job satisfaction of employees. *International Journal of Advanced and Applied Sciences*, 9(7), 194-203. <https://doi.org/10.21833/ijaas.2022.07.020> Al Shobaki, M. J. (2022). Administrative Communication and Its Impact on Improving the Efficiency of Decision Support Systems in Palestinian Higher Education Institutions. <https://dx.doi.org/10.2139/ssrn.4099154>
6. Arif, S., Johnston, K. A., Lane, A., & Beatson, A. (2023). A strategic employee attribute scale: Mediating role of internal communication and employee engagement. *Public Relations Review*, 49(2), 102320. <https://doi.org/10.1016/j.pubrev.2023.102320>
7. Chepkurui, A. (2020). Informal Communication and Conflict Management: A Case Study of Mpesa Foundation Academy Staff (Doctoral dissertation, University of Nairobi). Retrieved from: <http://erepository.uonbi.ac.ke/handle/11295/154074> , Accessed on February 15, 2024

Methodological materials to ensure students' self-study

Students` self-study (SSS) occupies a leading place in the system of modern higher education. Of all the types of learning activities, the SSS largely ensures the formation of independence as a leading trait of a student's personality.

Independent work completes the tasks of all other types of learning activities. After

all, knowledge that has not become the object of one's own activity cannot be considered a person's real property. Therefore, SSS has educational, personal and social significance.

Learning activity is characterized by subjectivity, activity, subject matter, purposefulness, structure and content.

Special features of independent learning activities are the following:

- changes in the subject itself;
- dependence on the student's level of development and reliance on the achieved level of development;
- mastering general methods of action and scientific concepts;
- precedence of general methods of action to solving problems;
- dependence of changes in mental properties and behavior of students on the results of their own actions.

Performing self-study involves:

1. Study of educational literature using the university library and the Internet.
2. Study of educational material given for self-study.
3. Mastering knowledge, types and methods of activity in a particular subject area.
4. Self-checking of the acquired knowledge with the help of the questions presented.

If necessary, you can get individual advice from a teacher on how to perform self-study. To do this, the department develops a schedule of teacher consultations each semester.

Questions for self-study

1. Identify the key qualities of educational leadership.
2. Explain the Leadership Academic programs.
3. Describe Collaborative Models of leadership.
4. Give an Example of Effective Leadership.
5. Describe the earliest studies on leadership.
6. Analyze the main purpose of leadership.
7. Describe how could leadership be used in education.
8. Describe charismatic leadership.
9. Describe what does it mean to be a leader in higher education.

10. Describe the Different Types of Leadership.
11. Describe what does it mean “Leadership studies”.
12. Describe the self-management skills.
13. Describe Uplifting Leadership.
14. Describe the five principles of educational leadership.
15. Describe the Individualistic leadership.
16. Analyze the features about self-management and leadership skills.

Literature for self-study:

1. Teoh, K. B., Cordova, M., Hor, S. N., Lim, C. H., Yeoh, L. K., Madhu, A., ... & Chuah, Y. J. (2021). The factors of employee performance: A study of SearchNEasy. *Asia Pacific Journal of Management and Education*, 4(1), 82-96.
<https://doi.org/10.32535/apjme.v4i1.1053>
2. Torlak, N. G., Demir, A., & Budur, T. (2021). Decision-making, leadership and performance links in private education institutes. *Rajagiri Management Journal*, 16(1), 63–85. <https://doi.org/10.1108/ramj-10-2020-0061>
3. Yang, C., Zhang, W., Wu, S., Kee, D. M. H., Liu, P., & Deng, H. (2021). Influence of chief executive officer servant leadership on middle managers' voice behavior. *Social Behavior and Personality: An International Journal*, 49(5), 1-13.
<https://doi.org/10.2224/sbp.9945>
4. Attaran, M., Attaran, S., & Kirkland, D. (2020). *Handbook of Research on Social and Organizational Dynamics in the Digital Era* (E. C. Idemudia, Ed.; Vol. 18). IGI Global.
<https://doi.org/10.4018/978-1-5225-8933-4>
5. The Role of Social Media in Shaping Public Opinion and Its Influence on Economic Decisions. *Technology and Society Perspectives (TACIT)*, 1(1), 35–44.
<https://journal.literasisainsnusan-tara.com/index.php/tacit/article/view/37>
6. Azzaakiyyah, H. K. (2023). The Impact of Social Media Use on Social Interaction in Contemporary Society. *Technology and Society Perspectives (TACIT)*, 1(1), 1–9.
<https://journal.literasisainsnusantara.com/in-dex.php/tacit/article/view/33>

Methodological recommendations/teaching materials for conducting practical classes

Plan of practical classes

Topic	Number of hours
Evaluation criteria for effective leadership	2
Approaches to the formation of a leader's personality	2
Models of effective leadership. Leadership skills. Charismatic leadership	2
Forms, methods, technologies of training and personality education. Leader taking into account modern challenges	2
Diagnosis of leadership potential of students. The role of self-awareness in the formation of the leadership component potential	2
Technologies for the formation of leadership qualities of future professional leaders in education	2
Methods of formation of communicative competence the future leader of a professional in the organization of educational and scientific events, meetings, professional associations	2
Case-studies about of famous leaders' success all around the world	2

Practical tasks for the classes

1. Prepare a speech (3 minutes) about The relevance of leadership in higher education for the training of future professionals.
2. Analyze the issue of leadership teaching.
3. Analyze the literature of leadership in teaching and make a presentation.
4. Prepare a speech on one of the topics of your choice:
 - Developing Leadership Skills.
 - Inspiring Others to Succeed.
 - Hope and Leadership.
 - How to be a Leader.
 - The Power of Passion in Leadership.

- Demanding Leadership.

Recommended reading:

1. Islam, M. K., Sarker, M. F. H., & Islam, M. S. (2022). Promoting Student-Centred Blended Learning in Higher Education: A Model. *E-Learning and Digital Media*, 19, 36-54. <https://doi.org/10.1177/20427530211027721>
2. Davis, N. (2020). The Globalisation of Education Through Teacher Education with New Technologies: A View Informed by Research Through Teacher Education with New Technologies: *AACE Review (formerly AACE Journal)* 8-12. Waynesville, NC USA: Association for the Advancement of Computing in Education (AACE). Retrieved February 17, 2025 from <https://www.learntechlib.org/primary/p/8116/>
3. Štemberger, T., & Čotar Konrad, S. (2021). Attitudes Towards using Digital Technologies in Education as an Important Factor in Developing Digital Competence: The Case of Slovenian Student Teachers. *International Journal of Emerging Technologies in Learning (iJET)*, 16(14), pp. 83–98. <https://doi.org/10.3991/ijet.v16i14.22649>
4. Daher-Armache, G., & Armache, J. (2024). The power of mentoring in developing the next generation of leaders in U.S. institutions of higher education. *Corporate Ownership & Control*, 21(2), 190–197. <https://doi.org/10.22495/cocv21i2art15>

Methodological instructions/recommendations for completing an individual assignment

General requirements for the abstract

- Language – English.
- Style – scientific.
- Sequence – logical.
- Page format – A4.
- Font and size – Times New Roman, 14.
- Line spacing – one and a half.
- Margins: left margin – 30 mm, right margin – 15 mm, top and bottom margin – 20 mm.
- Simple outline – 1-2 sections.
- The list of references should include about 10 titles.
- Section headings are written in CAPITAL letters.

- Subsection titles are written in lowercase letters (except for the first one).

The length of an abstract is usually 7-15 pages, in some cases up to 20-30 pages. A standard abstract traditionally consists of several parts: title page; table of contents; introduction; main body; conclusion; and references.

The table of contents contains a list of sections, subsections, and page numbers to them. Often, instead of the table of contents, you are required to write an outline. The plan can be simple, when you need to list the names of the paragraphs of the essay in a numbered list, and complex, when in addition to the paragraphs, you also indicate their subparagraphs.

An introduction usually lasts a page and a half. Its main purpose is to introduce the reader to the essence of the problem. The introduction justifies the choice of the topic (why it is important) and its relevance. We outline the goals and objectives of the work. If necessary, make a brief review of the sources used. If you can't write an introduction at first, you can do it after writing the conclusion, when all your thoughts are systematized and finalized.

The main part. Before you start writing the main body, you need to decide on the titles of chapters and paragraphs – the basic requirements for an essay. Next, you should build a chain of presentation so as not to disrupt the sequence of thoughts and not to deviate from the given topic. Highlight the main aspects as much as possible; the main part of the essay should outline the main concepts set forth in the sources. Be sure to cite the author if you use quotations: this is an indicator of your academic integrity. When citing, make references. There are several options for their design, for example, footnotes can be placed at the end of the page, or they can be indicated briefly in square brackets with the number of the source in the bibliography and the original page of the quote like [10, p. 355], so it is better to specify their design in advance.

Conclusion. The conclusion summarizes the main topic in a concise form and presents your own view of the problem and its solution.

A list of references or bibliography is a systematic compilation of a list of sources used. In other words, it is the information that even an outsider can use to find a particular book. The list is compiled in alphabetical order on the last page.

The topic of the abstract can be chosen by the student in accordance with the principle of academic freedom, in consultation with the teacher, and within the framework of the educational component.

Approximate topics of an abstract:

1. Transformational Leadership in Education: Exploring how transformational leadership styles impact teacher motivation and student engagement.
2. Distributed Leadership Models in HEIs: Analyzing the effectiveness of distributed leadership in fostering collaborative teaching environments.
3. The Role of Instructional Leadership: Examining how instructional leaders can enhance curriculum delivery and improve student outcomes.
4. Leadership and Teacher Professional Development: Investigating the relationship between effective leadership practices and the professional growth of educators.
5. Culturally Responsive Leadership in Diverse Classrooms: Understanding how culturally responsive leadership can address equity and inclusion in teaching practices.
6. Leadership Styles and Teacher Retention: Assessing how different leadership styles affect teacher satisfaction and retention rates in HEIs.
7. Impact of Leadership on Student Achievement: Evaluating the correlation between school leadership practices and student academic performance.
8. Mentorship and Leadership in Teacher Training: Discussing the importance of mentorship programs in developing future educational leaders.
9. Technology-Enhanced Leadership in Education: Exploring the role of technology in facilitating effective leadership and communication among educators.
10. Challenges of Leadership in Remote Learning Environments: Analyzing the unique challenges faced by educational leaders during periods of remote or hybrid learning.
11. Building a Collaborative HEI Culture through Leadership: Investigating strategies for leaders to promote collaboration among teachers and staff.
12. Emotional Intelligence in Educational Leadership: Examining the role of emotional intelligence in effective leadership and its impact on teaching dynamics.
13. Leading Change in Educational Practices: Strategies for leaders to effectively implement and manage change within educational settings.
14. The Influence of Leadership on School Climate: Understanding how leadership approaches shape the overall climate and culture of HEI.
15. Visionary Leadership in Education Reform: Analyzing the role of visionary leaders in driving educational reform and innovation.

Teaching materials for current, intermediate and final control

1. Analyze the concept of Leadership in Higher Education and provide its main characteristics.

2. Name and briefly describe the requirements for Leadership in Higher Education.
3. Define what is the main purpose, task and supertask of Leadership in Higher Education.
4. Analyze the main principles of Leadership in Higher Education teaching and studying.
5. Name and briefly describe the External criteria for the effectiveness of the learning process in Leadership in Higher Education.
6. Analyze the causes and main stages of development of Leadership in Higher Education.
7. Analyze the structure of Leadership in Higher Education.
8. Describe the technologies of Leadership in Higher Education. Give examples.
9. Analyze the basic principles of Leadership in Higher Education.
10. Provide a classification of different types of Leadership.
11. Describe organizational forms of Leadership training.
12. Name and describe effective methods and technologies of Leadership in Higher Education.
13. Describe Problem-oriented training as an effective technology in the formation of leadership qualities of a future specialist.
14. Provide Methodology for the development of Problem-oriented training in Leadership in Higher Education. Give examples.
15. Describe Self-guided students' work as an effective technology in the formation of leadership qualities of the future specialist.
16. Analyze interactive, innovative and information technologies of Leadership in Higher Education.
17. Explain the essence of Leadership in Higher Education.
18. Explain the basic issues of Leadership in Higher Education.
19. Identify the main characteristics of Leadership in Higher Education.
20. Describe Distance learning technology of Leadership in Higher Education.

Sources for trainig:

Basic literature

1. Allen, J. B., Lovelace, J. B., Hunter, S. T., & Neely, B. H. (2020). Foundations of the CIP theory: An overview. In *Extending the Charismatic, Ideological, and Pragmatic Approach to Leadership* (pp. 22–47). Taylor and Francis. <https://doi.org/10.4324/9781351017152-2>
2. Andenoro, A. C., & Skendall, K. C. (2020). The National Leadership Education Research Agenda 2020–2025: Advancing the state of leadership education scholarship. *Journal of Leadership Studies*, 14(3), 33–38. <https://doi.org/10.1002/jls.21714>
3. Anthony C. Andenoro, David Brown, Kelly Cerialo, Robert M. McManus, Fostering leadership learning for applied problem-solving: Navigating the crossroads of the sustainable development goals and immersive experiential learning, *New Directions for Student Leadership*, 10.1002/yd.20569, 2023, 179, (59-71), (2023). <https://doi.org/10.1002/yd.20569>
4. Armstrong, J.P. (2020), "Assessing intercultural competence in international leadership courses: Developing the Global Leader", *Journal of Leadership Education*, Vol. 19 No. 4, pp. 1-19. <https://doi.org/10.12806/V19/I4/R1>
5. Danielle M. DeSawal, Adam Peck, Assessment, evaluation, and research: Balancing identity and purpose in leadership learning, *New Directions for Student Leadership*, 10.1002/yd.20516, 2022, 175, (21-29), (2022). <https://doi.org/10.1002/yd.20516>
6. Jasmine D. Collins, Rich Whitney, Critical approaches in leadership education: Making the case for racial equity via institutional type, *New Directions for Student Leadership*, 10.1002/yd.20452, 2021, 171, (15-22), (2021). <https://doi.org/10.1002/yd.20452>
7. Kerry L. Priest, Michael C. Gleason, Applying complexity to leadership educator professional formation, *New Directions for Student Leadership*, 10.1002/yd.20473, 2021, 172, (89-98), (2022). <https://doi.org/10.1002/yd.20473>
8. Koziół-Nadolna, K. (2020). The Role of a Leader in Stimulating Innovation in an Organization. *Administrative Sciences*, 10(3), 59. <https://doi.org/10.3390/admsci10030059>
9. Megan Pontes, John Weng, Leadership development research and scholarship, *New Directions for Student Leadership*, 10.1002/yd.20622, 2024, 183, (43-49), (2024). <https://doi.org/10.1002/yd.20622>
10. Michael Gleason, Jennifer Moss Breen, The Power of Place: Contextual Considerations for Graduate Leadership Education, *Journal of Leadership Studies*, 10.1002/jls.21898, 18, 2, (29-34), (2024). <https://doi.org/10.1002/jls.21898>
11. Said Ahmad, Muh. I., Idrus, M. I., & Rijal, S. (2023). The Role of Education in Fostering Entrepreneurial Spirit in the Young Generation. *Journal of Contemporary Administration and Management (ADMAN)*, 1(2), 93–100. <https://doi.org/10.61100/adman.v1i2.28>

Supplementary literature

1. <https://doi.org/https://doi.org/10.33395/jmp.v12i2.12443>

2. Jennifer W. Purcell, Deborah N. Smith, Disciplinary Expertise and Faculty Credentialing in Leadership Studies: Advancing a Necessary Conversation, *Journal of Leadership Studies*, 10.1002/jls.21851, 17, 2, (5-21), (2023). <https://doi.org/10.1002/jls.21851>
3. Li, H., Sajjad, N., Wang, Q., Muhammad Ali, A., Khaqan, Z., & Amina, S. (2019). Influence of Transformational Leadership on Employees' Innovative Work Behavior in Sustainable Organizations: Test of Mediation and Moderation Processes. *Sustainability*, 11(6), 1594. <https://doi.org/10.3390/su11061594>
4. Mahardhani, A. J. (2023). The Role of Public Policy in Fostering Technological Innovation and Sustainability. *Journal of Contemporary Administration and Management (ADMAN)*, 1(2), 47–53. <https://doi.org/10.61100/adman.v1i2.2>
5. Maldonado Franzen, R., & Benavides, M. T. (2023). From Talk to Action: An Appreciative Inquiry Approach to Diversity and Inclusion Work Within a Community of Practice. *Journal of College and Character*, 24(2), 100–119. <https://doi.org/10.1080/2194587X.2023.2190125>
6. Sudirjo, F., Diawati, P., Riady, Y., Ausat, A. M. A., & Suherlan, S. (2023). The Role of ChatGPT in Enhancing the Information Search and Decision-Making Process of Travellers. *Jurnal Minfo Polgan*, 12(2), 500–507.
7. Tagscherer, F., & Carbon, C.-C. (2023). Leadership for successful digitalization: A literature review on companies' internal and external aspects of digitalization. *Sustainable Technology and Entrepreneurship*, 2(2), 100039. <https://doi.org/10.1016/j.stae.2023.100039>
8. Zen, A., Siminto, S., Harahap, M. A. K., Prasetya, Y. B., & Ausat, A. M. A. (2023). Effective Leadership: A Literature Review of Concepts, Characteristics, and Best Practices. *Innovative: Journal Of Social Science Research*, 3(2), 2209–2219. <https://doi.org/https://doi.org/10.31004/innovative.v3i2.430>

Our own methodological works

1. Sokol Y. I. Educational leadership connecting the world [Electronic resource] : educational manual for full-time students / Yevhen Sokol, Joseph Mukuni, Olena Lapuzina. – Electronic text data. – Kharkiv : NTU "KhPI", 2024. – 164 p. – URI: <https://repository.kpi.kharkov.ua/handle/KhPI-Press/76730>

2. Romanovskij O. Leadership in teaching activities [Electronic resource] : educational guide / O. Romanovskij, O. Lapuzina ; National Technical University "Kharkiv Polytechnic Institute". – Electronic text data. – Kharkiv, 2023. – 140 p.

<https://repository.kpi.kharkov.ua/handle/KhPI-Press/67697>
<https://repository.kpi.kharkov.ua/handle/KhPI-Press/68750>

Information resources

1. <https://www.ted.com/>
2. <https://www.toastmasters.org/>
3. <https://www.keynotespeak.com/course/leadership-presentations>
4. <https://www.coursera.org/>

